

would like to recommend to my colleagues an article by a very outstanding former teacher, Vice President HUBERT HUMPHREY, which appears in the current issue of the Negro Digest. The Vice President, who has always been an advocate of equality for all Americans, strongly urges the teaching of Negro history to all Americans so that every child can learn the complete history of our country. Perhaps sooner than we realize, a special observance of Negro History Week will no longer be necessary because every American will have been exposed to the contributions of outstanding Negroes and will have come to be as proud of this important part of American history as I am today.

The article referred to follows:

CLOSING AMERICA'S HISTORY GAP

(By Vice President HUBERT H. HUMPHREY)

"The shared pride in Negro history and achievement is a solid foundation upon which to build a new and healthy climate of mutual respect and understanding among all elements of society . . ."

An eight-year old Negro girl flipped the pages of her new, third grade social studies book. As she came to the last page, she seemed puzzled. She re-read the book's cover, and began a more deliberate inspection of its contents. After scanning the book a second time, the little girl raised her hand, and asked her teacher:

"Where am I in this book?"

Undoubtedly a similar question has run across the minds of millions of Negro youngsters. From whence have I come in America's history and who am I and where do I fit in American society. This is not a new feeling.

Seventy-six years ago, Edward A. Johnson, noted Negro historian and educator wrote of how: ". . . the little colored child feels when he has completed the assigned course of United States history and in it found not one word of credit, not one word of favorable comment for even one among the millions of his foreparents who have lived through nearly three centuries of his country's history . . ."

The unfortunate and tragic fact is that generations of Negro children have grown up with a warped attitude toward themselves, their parents and grandparents.

Inside the American classroom, they have not found anything to give them a sense of dignity and self-worth. They have searched vainly through pure white books for some positive recognition of their race's contribution to the civilization of man.

Outside the classroom, these Negro youngsters and their parents have been subjected to the severe hardships, the unending frustrations and humiliations of discrimination and segregation. They have become a people robbed of their rich history and culture by historians, through omissions, neglect, and the perpetuation of racial stereotypes and myths.

This has been a great American tragedy. We have no way of knowing how many Negro youths have become frustrated, discouraged, and bitter over their feeling of "nobodiness." We have no way of knowing how many potential Negro scientists, scholars, doctors, teachers, and businessmen have been swept into the ditch of oblivion by the psychological backlash from the Negro history gap.

Dr. Charles H. Wesley, educator, author and historian who currently serves as executive director of the Association for the Study of Negro Life and History, has written: ". . . History is not the story of men and women of one race or color and the neglect and omission of the men and women of another race and color. It is neither the glorification of white people nor black people, but it is

the story of people irrespective of race or color. It should deal with people in all times and places and should present the contribution of all the people to civilization. When a part of the people has been neglected or given subordinate places, history, in order to be truthful, must be reconstructed."

I agree with Dr. Wesley.

Let us reconstruct American history as it really happened. Let the full facts be known, the real story told of the remarkable contributions of Negroes to America's growth and greatness.

Let all our children, Negro and white, learn the complete history of our country.

Let them learn that Negroes were here as far back as the days when Columbus discovered the Western Hemisphere; that Negroes accompanied the Spanish and Portuguese explorers of the New World; 26 Negroes were among the 44 settlers who founded Los Angeles; explorer Jean Baptiste Point Du Sable, a French-educated Negro trader, founded our country's second city—Chicago, in 1772; surveyor Benjamin Banneker helped Moa Pierre L'Enfant plan and lay out the city of Washington.

Inventor Elijah McCoy devised the self-lubricating machine; Matthew Henson was the first man to set foot on the North Pole—45 minutes ahead of his chief, Admiral Perry.

Let our boys and girls learn about slave-poetess Phillis Wheatley who began the tradition of Negro literature in America; about Frederick Douglass, a great American orator and statesman who played a significant role in the outcome of the Civil War.

Let the education of both youths and adults include proper recognition of the nameless black masses whose toll helped build American cities.

Let all of us understand and appreciate the true role of the Negro in this country's struggle for freedom and justice.

Let every American know that the very first man to lose his life in the cause of American independence was Crispus Attucks, shot down by the British in the Boston Massacre of 1770.

Five thousand Negroes fought in the forces of General George Washington in our War for Independence; 36,000 gave their lives to the North from among 200,000 in the Union Armies and Navy.

Negro troops charged up San Juan Hill with Teddy Roosevelt's Rough Riders. They fought and died for their country in World Wars I and II.

Throughout the truth of Negro history runs a nobility in the face of adversity, an epic faith over pain and travail, a courage which exalts character.

The Negro's past is America's past, as is his present and future. He is an integral part of the warp and woof of the varied American fabric.

America has made a start in closing its history gap. But much work remains to be done.

In recent years, boards of education have written and published their own supplementary texts on Negro history. Some textbook publishers have revised and updated their materials on the Negro in American history. Professional organizations in recent months have sponsored national conferences on the treatment of minorities in textbooks. This is a good beginning.

All segments of our society must work together in bridging our history gap. For the shared pride in Negro history and achievement is a solid foundation upon which to build a new and healthy climate of mutual respect and understanding among all elements of society.

In the words of Frederick Douglass, "(This is a time) when the American people are once more being urged to do from necessity what they should have done from a sense of right, and of sound statesmanship . . ."

(Mr. CONYERS (at the request of Mr. RARICK) was granted permission to extend his remarks at this point in the RECORD and to include extraneous matter.)

[Mr. CONYERS' remarks will appear hereafter in the Appendix.]

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CIA INCIDENT

(Mr. ROSENTHAL (at the request of Mr. RARICK) was granted permission to extend his remarks at this point in the RECORD and to include extraneous matter.)

Mr. ROSENTHAL. Mr. Speaker, yesterday's disclosure that the CIA has been subsidizing the National Student Association for more than a decade dramatizes, once again, the urgent need for continuous congressional review of CIA activities.

The latest CIA incident indicates that such oversight is essential. In protesting the CIA's covert involvement with the National Student Association, I joined seven other Members yesterday in sending a letter to the President fully describing our view of the situation. I include the text of that letter:

DEAR MR. PRESIDENT: "We were appalled to learn today that the Central Intelligence Agency has been subsidizing the National Student Association for more than a decade.

That policy has undercut the independence and freedom of those in a democracy who deserve particularly to be independent and free. It represents an unconscionable extension of power by an agency of government over institutions outside its jurisdiction. It involves the complicity of so-called independent foundations. It raises again basic questions concerning the adequacy of oversight of the CIA.

This disclosure leads us and many others here and abroad to believe that the CIA can be as much a threat to American as to foreign democratic institutions.

We believe that the program requires immediate investigation at the highest level. To what extent did this policy constitute an internal security function for the CIA in contradiction of the National Security Act of 1947? What conditions were laid down for the subsidy? Have officials of the NSA been granted special treatment, including draft deferments, not available to all other student organizations? Are there any other student organizations with similar relations with the CIA? Has the NSA-CIA relationship been effectively severed?

The question also arises whether the CIA is implicated in other supposedly independent domestic organizations. And what effective limits are placed on CIA subsidy of any domestic institution?

The Central Intelligence Agency, then, has compromised and corrupted the largest student organization in the largest democracy in the world. It has willfully involved inexperienced young men and women in that action, and thus has surely alienated further the best elements of American youth.

In allowing this to happen, the American government owes an apology to the American

people, and, more important, to an American generation.

Respectfully yours,
 GEORGE S. BROWN, Jr., California; PHILIP BURTON, California; JOHN CONYERS, Jr., Michigan; JOHN G. DOW, New York; DON EDWARDS, California; ROBERT W. KASTENMEIER, Wisconsin; BENJAMIN S. ROSENTHAL, New York; WILLIAM F. RYAN, New York.

It is intolerable that intelligence activities of the Central Intelligence Agency and other organizations be free from rigorous democratic review. And this is clearly the case now.

Since the outset of the cold war, and the growth of the intelligence community, individual public servants and special expert commissions have urged the establishment of a Joint Congressional Committee on Central Intelligence. The Hoover Commission, for example, put the case strongly over 10 years ago. The report stated:

The task force is concerned over the absence of satisfactory machinery for surveillance of the stewardship of the CIA. It is making recommendations which it believes will provide the proper type of "watchdog" commission as a means of reestablishing the relationship between the CIA and the Congress so essential and characteristic of our democratic form of government, but which was abrogated by the enactment of Public Law 110 and other statutes relating to the Agency. It would include Representatives of both Houses of Congress and of the Chief Executive. Its duties would embrace a review of the operations and effectiveness, not only of the CIA, but also of all other intelligence agencies.

The report continued:

Although the task force has discovered no indication of abuses of powers by the CIA or other Intelligence Agencies, it nevertheless is firmly convinced, as a matter of future insurance, that some reliable, systematic review of all the agencies and their operations should be provided by congressional action as a checkrein to assure both the Congress and the people that this hub of the intelligence effort is functioning in an efficient, effective, and reasonably economical manner.

From time to time, special study commissions have been assigned to overlook the general structure of the intelligence community. Thus, after the Bay of Pigs, President Kennedy established machinery for extensive review of the CIA. Temporary oversight, however, is not the answer, particularly when it is forced to operate in an atmosphere of disquiet and crisis. What is needed is deliberate, calm, and most important, continuous review of our intelligence activities. In short, a congressional committee.

No one need be reminded of the significance of intelligence in foreign affairs. Nor should it be necessary to remind ourselves that the oversight of administration and executive operations is a crucial function of the legislative branch. These two points, supplemented by extensive evidence of disorder in the intelligence community, provide an airtight argument for the establishment of a Joint Congressional Committee on Central Intelligence.

I am today submitting legislation designed to meet such a goal. Congress long ago recognized the peculiar impor-

tance of atomic energy policy, and therefore established the Joint Committee on Atomic Energy, which has been remarkably effective and vigilant. The Joint Committee on Central Intelligence should be patterned after this success. It would be composed of seven Members of the House of Representatives and seven Members of the Senate, selected by the Speaker of the House and by the President of the Senate on a bipartisan basis. The committee would be instructed to initiate continuing studies and review of intelligence activities, and would require the CIA and similar organizations to keep it currently and adequately apprised of American policy and operations.

The case of such action is unimpeachable. Past events have dramatized the admissibility of oversight. Democratic theory and practice oblige it. The performances of congressional Committees on Foreign Affairs and Armed Services are evidence of legislative responsibility in the national security sphere. A Joint Committee on Central Intelligence should be established forthwith.

HOSPITAL CARE FOR VETERANS IN NON-VETERANS' ADMINISTRATION FACILITIES

(Mr. WHITE (at the request of Mr. RARICK) was granted permission to extend his remarks at this point in the Record and to include extraneous matter.)

Mr. WHITE. Mr. Speaker, the Congress of the United States has long accepted the propriety of providing hospital and medical care to our veterans who have faithfully served our country and defended the principles of our Nation. The system of Veterans' Administration hospitals is designed to care for our American veterans in times of medical crisis.

As a practical matter, however, our veterans who reside in rural areas and other areas located great distances from Veterans' Administration hospitals do not have veterans hospital care and treatment available in times of a medical crisis. Traveling, in many cases hundreds of miles, to a Veterans' Administration facility is not possible during a medical emergency. In such instances the veteran who is otherwise eligible for Veterans' Administration-financed care must pay for his own hospital care and medical treatment.

This inequity of financing care of our veterans, based on location of residence alone, is a great hardship on our veterans and should be corrected.

This is my purpose today in introducing legislation for consideration of the Congress. My bill provides that the Administrator of the Veterans' Administration shall pay the hospital and medical expenses of eligible veterans hospitalized in cases of emergency in nonveterans hospitals, if that veteran resides more than 250 miles from any Veterans' Administration hospital, and would suffer hazard to his health and safety by transport to a veterans hospital.

Under the provisions of my bill the Veterans' Administrator would designate one or more doctors in each county of the United States to certify danger to the veteran's health in transporting him to a veterans facility. The designated physician would also certify when the veteran can be safely moved to an established veterans facility.

The inconvenience and suffering or the financial hardship presently endured by our otherwise eligible veterans under the present system of hospitalization, I am hopeful, will be eliminated by this legislation. I urge early consideration of these provisions.

Thank you.

CONGRESS URGED TO SUPPORT PRESIDENT'S PROPOSALS ON CIVIL RIGHTS

(Mr. JACOBS (at the request of Mr. RARICK) was granted permission to extend his remarks at this point in the Record and to include extraneous matter.)

Mr. JACOBS. Mr. Speaker, the President's message on civil rights is a timely and necessary challenge to us to come to grips with the greatest problem and the noblest opportunities of our era. It is fitting that this challenge comes only a few days after the anniversary of the birth of the President who both freed the slaves and unified our Nation.

The challenge today is still the challenge of freedom and unity. We have embarked upon a great project to assure justice to minorities too long subjected to exploitation and subordination.

At the same time, we are reaching a crisis in the unity of our country. It is impossible for all of our citizens to live and work together, to feel the genuine unity of interest that all of us have in the welfare of our country, unless it is demonstrated that the promises of justice can and will be fulfilled in the processes of a democratic experiment as awesome as the great and historical movement for racial justice.

This is a challenge to democracy to provide impartial justice in the selection of juries, to meet the problems of slums and ghetto housing, to assure protection of persons exercising their constitutional rights; and, in doing these things, to confirm a greater confidence in democracy itself.

This challenge comes directly to us as a Congress, as representatives of all the people of our Nation. In the words of Abraham Lincoln:

We, even we here, hold the power and bear the responsibility.

I stress the need for the Congress to fulfill this responsibility by supporting and enacting the President's proposals on civil rights.

(Mr. ADDABBO (at the request of Mr. RARICK) was granted permission to extend his remarks at this point in the Record and to include extraneous matter.)

[Mr. ADDABBO'S remarks will appear hereafter in the Appendix.]